**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Colorado

Alignment Director: Emmy Glancy

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | A statewide Postsecondary and Workforce Readiness (PWR) definition was jointly adopted by State Board of Education and Commission on Higher Education in June 2009. The intent and term “PWR” is used interchangeably with what is more commonly referred to as, “college and career readiness” or “CCR.”  Required by state statute - In 2008, the Colorado Achievement Plan for Kids (also known as CAP4K) was created when SB 212 was passed in a bipartisan effort by the Colorado legislature. The intent of SB 212 was to improve Colorado’s public education through alignment of preschool through postsecondary expectations, policies, and practices. CAP4K set forth a series of education reform efforts that require the:   * 1. Alignment of early childhood education, K-12, and Higher Education standards,   2. Colorado education system move into the 21st century,   3. Adoption of definitions for school readiness, postsecondary and workforce readiness, and   4. Assurance that more students are ready for college or a career. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | The landmark P-20 legislation required the Colorado Department of Education and the Colorado Department of Higher Education to work together to accomplish the task of creating the definition. This lever was used to ensure all stakeholders were involved deeply in the process and ultimately helped build consensus among the various groups and interests.  The postsecondary and workforce readiness definition was designed to create a common set of beliefs around what students needed to enter school to be successful and what they needed to know and be able to do to exit secondary schools ready for college or a career. In 2008, Colorado began develop a description that includes the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy.  **WHAT DOES “PWR” MEAN?**  To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student’s postsecondary and workforce readiness.  **PUBLIC ENGAGEMENT**  To accomplish this, the two departments jointly convened 13 regional meetings around the state between November 2008 and June 2009. The purpose of these meetings was to engage local communities in conversations about the skills and competencies students need to succeed after high school. To this end, we engaged over 1,000 P-12, higher education, community college, business, parents, board members and other local stakeholders in conversations about:   * + - What skills and competencies do students need to be workforce ready?     - What skills and competencies do students need to be postsecondary ready?     - Are there special considerations for the workforce or higher education in your region?   **BUSINESS COMMUNITY**  The support of the business and workforce community was key to the adoption of the PWR definition in Colorado. CDE and DHE partnered with Colorado Succeeds (an education advocacy policy organization of business and workforce leaders) and a number of prominent business leaders to administer online surveys targeted toward the specific needs and interests. The advocacy and leadership of the members of the business community contributed to the rigor and high expectations found in the definition, and built the case for establishing one set of expectations for high school students whether they plan to pursue a postsecondary education or enter the workforce to begin a career.  **K-12 and HIGHER ED. GOVERNING BOARDS: JOINT ADOPTION**  Based on local input, CDE and DHE jointly drafted a PWR description for review and feedback by the State Board of Education and Colorado Commission on Higher Education. The definition was vetted once again each stakeholder group. Members of the public were invited to provide comment at the State Board meeting on June 10. The final PWR definition was adopted by the State Board of Education and Colorado Commission on Higher Education for joint adoption at a meeting on June 30.  **NEXT GENERATION ASSESSMENTS: PARCC AND SMARTER BALANCED**  Outcomes associated with measuring PWR are included in the statewide accountability system. The PARCC and Smarter Balanced assessments are designed to measure students readiness for credit-bearing coursework. Colorado is currently engaging teachers, faculty, admissions, academic provosts, from K12, community colleges, and four-year institutions to provide expertise and feedback on the design and policies of the PARCC assessment. The State Board and Commission must jointly adopt scoring criteria on the high school assessment once the PARCC assessment is administered. Higher education will be expected to use the assessment for admission or placement decisions. |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | **What policies has the definition helped shape, if any?**   * + - * GUIDING PRINCIPLE AND DOCUMENT THAT CONTINUES TO DRIVE THE DEVELOPMENT AND ADOPTION OF KEY POLICY DECISIONS RELATED TO THE STATE’S ALIGNMENT AND REFORM EFFORTS, INCLUDING:   + **THE COLORADO ACADEMIC STANDARDS IN 2010 AND THE COMMON CORE STATE STANDARDS IN 2011**   + **PWR HIGH SCHOOL DIPLOMA ENDORSEMENT**   + **Individual Career and Academic Plans (ICAPs):** Per SB09-256, the ICAP is the vehicle and structure for supporting students during high school with the planning, preparation, and milestones associated with increasing the likelihood of graduating PWR. The ICAP program was implemented for all students 9th grade and above starting September 2011.   + **GRADUATION GUIDELINES POLICY RECCOMMENDATION:** Statewide high school graduation policy (currently under review by the State Board of Education) by the definition as evidenced by: the inclusion of 21st century skills;   + **STATE ACCOUNTABILITY SYSTEM:** As a result of passage of SB09-163, 25% of the criteria for district accreditation is now based on “Indicators of Postsecondary and Workforce Readiness.” This includes graduation rates, dropout rates, scores on the “standardized … college entrance examination administered as a statewide assessment”   + **HIGH SCHOOL ASSESSMENT DESIGN:** Per SB 08-212, the Assessment Attributes jointly adopted by State Board and Commission on Higher Education in November 2010 will measure readiness in science and social studies. The PARCC assessment will measure student readiness in math and ELA, and the 11th grade score is intended to signal readiness for credit-bearing coursework or 12th grade interventions and support for students not on track to be ready upon graduating.   + **HIGHER EDUCATION ADMISSION AND REMEDIAL POLICIES:** SB08-212 requires the Commission to review and amend Admissions Policies to align with the PWR definition.   **How did you/are you communicating the definition publicly?**  The CO PWR definition was adopted in a time when P20 collaboration, alignment, and student readiness and transitions were just emerging ideas and concepts. The PWR definition was one of the first steps the state pursued that focused on these goals, and eventually led to consensus and a joint adoption of the policy between the State Board of Education and Commission on Higher Education. The unique approach and partnership between K12 and higher education helped improve communication and increase public awareness because it relied on the input, consensus, and support from so many stakeholders, including: K12, higher education, workforce, labor, and community members.  Four years after the joint adoption, both higher education and K12 state agencies have maintained the collaborative approach to communicating about the definition. Both state agencies talk about and use the definition in a consistent manner and language (e.g. co-development and use of shared documents, graphics and visuals, and joint outreach to media outlets).  Recently, it became clear that the PWR definition had permeated down to local and school-levels when the U.S. Department of Education and other states began the national movement to the term CCR. State agency staff received many questions about the difference and opposed replacing the term PWR with CCR. The State Board and Commission must review the definition every five years and revise or refresh as necessary. |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Florida

Alignment Director: Cassandra Brown

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Yes. The definition was created in response to recommendations from the Go Higher Florida! Taskforce established in 2008. Three artifacts outlining those recommendations are included. The definition was created as one aspect of higher education reform which included revising developmental education and aligning high school exit criteria to postsecondary entry-level expectations. The definition was reviewed by the State Board on February 15, 2011. (Posted in Dropbox).  Crossing Boundaries – Postsecondary Readiness Assessment in Florida - <http://www.changemag.org/Archives/Back%20Issues/2011/July-August%202011/crossing-boundaries-full.html>  Testing Ground - <http://www.jff.org/publications/education/testing-ground-how-florida-schools-and-c/1307>  Florida’s PERT - <http://www.fldoe.org/fcs/OSAS/Evaluations/pdf/Zoom2010-03.pdf> |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | A cross-sector team of teachers, administrators, faculty members, and state officials worked to create the definition. The team had members from Florida Division of Public Schools, the Division of Florida Colleges, the Division of Career and Adult Education, and the Board of Governors’ Office. |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | [Florida Statute 1008.30](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1008/Sections/1008.30.html) outlines what a common placement testing program should determine. If the student does not have the basic skills necessary to begin entry-level courses, then they must complete developmental education. The definition states “the student is college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses.”  The definition is on web pages and released to students and parents in DOE publications. I anticipate more widespread publication with Common Core messaging.  **Pathways to Success -** [**http://www.fldoe.org/bii/studentpro/pdf/PathwaystoSuccess.pdf**](http://www.fldoe.org/bii/studentpro/pdf/PathwaystoSuccess.pdf)  **College and Career Readiness -** [**http://www.fldoe.org/fcs/collegecareerreadiness.asp**](http://www.fldoe.org/fcs/collegecareerreadiness.asp) |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Hawaii

Alignment Director: April Goodwin

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Our statewide College, Career, and Community Readiness definition has been developed by a cross-agency work group and vetted through several meetings (our “road show”) with a variety of stakeholder groups. The definition will be passed as a joint resolution of the Hawaii Board of Education (HIBOE) and the University of Hawaii Board of Regents (UHBOR) later this summer. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | The cross-agency CCCR definition work group has worked with a variety of stakeholders from throughout the community who have provided feedback related to content, structure, and process. The majority of the input has been incorporated into the draft and vetting process. Groups consulted include:   * HIDOE Principals, Superintendent, Directors, and Assistant Superintendents * Complex Area Superintendent Leadership Team * Hawaii State Student Council * UH Student Caucus * NHEOC (Native Hawaiian Education Outcomes Council) * HACAC (advisors) * Hawaii P-20 Council * HE’E Coalition * College Success Council in Nanakuli-Waianae * Native Hawaiian Education Association * UH Chief Academic and Student Affairs Officers * UH GEAR UP Partners * Parent Organizations * Hawaii P-20 Council * CTE Deans |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | Hawaii does not have a single definition, but rather a variety of initiatives, documents, and programs that address CCR. We incorporated all existing (and generally complementary) language into our original CCR draft.  **How did you/are you communicating the definition publicly?**  Since late 2012, we have been conducting a “road show” which has included face-to-face presentations, teleconferences, and email transmissions. For each communication we provide the definition in its current form, and solicit feedback and questions. The draft definition is a living document. This feedback process has allowed each constituent group to put their “fingerprints” on the definition as it is being created.  **If you don’t have a definition yet, how do you plan to communicate the definition when it is finished?**  The phase II, implementation/communication plan is still a work in progress. We plan to work with UH, HIDOE, and community organizations to create a communications plan for campuses, schools, families, military, the business community, etc. |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Indiana

Alignment Director: Trish Wlodarczyk

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Yes. Schools, colleges, students, and families need a clear definition of what it means to be college-ready in order to best prepare Indiana’s students for the postsecondary environment and credit-bearing courses. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | Steering Committee for a definition of College Readiness will include: K-12 practitioners, HE Faculty, representatives from Indiana Department of Ed, representatives from the Indiana Commission for Higher Education, K-12 Administrators including guidance counselors, HE administrators including admissions representatives, student from HS and college, representative from Governor’s office, Postsecondary and K-12 regional partnership representatives. |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | **What policies has the definition helped shape, if any?**  None yet  **How did you/are you communicating the definition publicly?**  Through a public review, press release, and related media for college readiness  **If you don’t have a definition yet: What policies do you want the definition to shape when it is finished?**  HS graduation, admission into credit-bearing courses  **How do you plan to communicate the definition when it is finished?**  As noted above, through a press release and related media for college readiness, e.g. <http://www.in.gov/learnmoreindiana/>  See also this document:  [www.in.gov/learnmoreindiana/files/2012\_NEXT\_Indiana\_web.pdf](http://www.in.gov/learnmoreindiana/files/2012_NEXT_Indiana_web.pdf) |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Kentucky

Alignment Director: Shannon Gilkey

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Yes, our state has created a common definition for college and career readiness. The purpose of this definition is to align expectations/outcomes of higher education with K-12” [**http://education.ky.gov/COMMOFED/CDU/Pages/CCR.aspx**](http://education.ky.gov/COMMOFED/CDU/Pages/CCR.aspx)**.**  Definition of college readiness:  College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. “Success” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky’s system-wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education courses or supplemental coursework.  Definition of career readiness:  Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career path, whether that is postsecondary coursework, industry certification, or entry into the workforce. These include core academic, critical thinking, and technical skills required in the workplace. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | Universities, School Districts, Legislatures, KY CPE, KY KDE, KY EPSB (higher ed agency, K-12 agency, & independent standards board) |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly? | This definition guides policy and practice decisions across all aforementioned constituents.  We communicate this definition through web, press releases, newspapers, etc. |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Louisiana

Alignment Director: Jeanne Burns

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Yes: To serve as a common definition for the Louisiana Workforce Cabinet (which includes the agency heads for the Louisiana Board of Regents, Louisiana Department of Education, Louisiana Workforce Commission, Louisiana Department of Economic Development, and Louisiana Community and Technical College System) as plans are developed and information is communicated internally and to the public. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | A two-part definition for college and career readiness was first developed in 2009-10 by a High School Redesign Commission (now called the College and Readiness Commission) composed of representatives of K-12 education, higher education, legislators, state agencies, businesses, etc. The definitions focused on high school students and divided college and career readiness into two parts. The definition was not widely distributed to the general public.  Interest in the definition surfaced when a team composed of representatives of the Louisiana Board of Regents, Louisiana Department of Education, and Governor’s Office met at an American Diploma Project Meeting during September 2013. During the meeting, the team examined the Commission’s definition and revised it so that it integrated college and career readiness into one statement that was aligned with college and career readiness expectations for the Common Core State Standards.  The revised definition was later slightly revised to delete wording that was specific to high school students after public relations personnel from the Louisiana Board of Elementary and Secondary Education, Louisiana Board of Regents, Louisiana Department of Education, and Louisiana Workforce Commission met and discussed the need to include adult learners who may be returning to college for a variety of reasons.  The following college and career ready draft definition is currently undergoing final review and may undergo changes before being finalized:  “Students who are college and career ready demonstrate 1) the core academic content knowledge (i.e., math, writing, and reading) and skills required to enroll and succeed in credit-bearing, first-year courses at postsecondary institutions (i.e., 1, 2, or 4-year colleges, trade schools, or technical schools), 2) employability skills (e.g., critical thinking, oral and written communication, collaboration, responsibility, professionalism, etc.), and 3) job-specific/technical skills required for successful employment.” |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | **What policies do you want the definition to shape when it is finished?**  The revised definition was recommended by the Commissioner of Higher Education (Board of Regents) during April 2013 to be included in a state vision document being developed by the Louisiana Workforce Cabinet to create a world-class workforce development system in Louisiana. The document identifies a shared vision, four goals, objectives, and initiatives to be jointly supported by the Louisiana Workforce Cabinet. The college and career readiness definition will support the vision communicated in the document.  **How do you plan to communicate the definition when it is finished?**  This state vision document is currently under development and will be widely distributed by the Workforce Cabinet once completed. In addition, the definition will be jointly used by state agencies when communicating information about college and career readiness internally and to the public. |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Massachusetts

Alignment Director: Sue Lane

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Yes, we have approved a definition of college and career readiness. We worked closely with PARCC assessment working to ensure that the learning component of the definition linked to ELA and Math PARCC assessments:  **Essential Competencies**  ***Learning***  Students who are college and career ready in English Language Arts / Literacy will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, or technical courses; certificate or workplace training programs requiring college-level reading and writing; or a comparable entry-level reading and writing course at the institution. College and career ready students in English Language Arts/ Literacy will be ***academically prepared*** to:   * Read and comprehend a range of sufficiently complex texts independently * Write effectively when using and/or analyzing sources * Build and present knowledge through research and the integration, comparison, and synthesis of ideas * Use context to determine the meaning of words and phrases   Similarly, students who are college and career ready in Mathematics will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit bearing courses in College Algebra, Introductory College Statistics, or technical courses; certificate or workplace training programs requiring an equivalent level of mathematics; or a comparable entry-level math course at the institution.College and career ready students in Mathematics will be ***academically prepared*** to:   * Solve problems involving the major content with connections to the mathematical practices * Solve problems involving the additional and supporting content with connections to the mathematical practices * Express mathematical reasoning by constructing mathematical arguments and critiques * Solve real world problems, engaging particularly in the modeling practice   Successful achievement of specified levels of competence in English Language Arts / Literacy and Mathematics will be required for students to be placed into entry-level courses in college or participate in certificate or workplace training programs without the need for remediation. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | * We have Campus Engagement Teams tasked to link K-12 and higher education by campus. We have also worked within regions using our Regional Readiness Centers to link this engagement and alignment conversation across campuses within a region. We also had a conducted a survey to gain public feedback—1380 responses—very positive but with very helpful questions- which informed our revisions. * Similarly we convened a task force on career readiness who along with higher education and K-12 worked closely with the business community. * Recently we have met with representatives of our private institutions to share the approved definition with them. * From a public policy perspective, the definition will apply to public colleges and universities. But privates will be impacted as well as graduates of our high schools in MA and across the country enroll equally in public and private institutions. * All participants have contributed and welcomed the opportunity to participate and be involved in the conversation. |
| 3. If you have a definition on the books, how exactly are you using it?   * What policies has the definition helped shape, if any? * How did you/are you communicating the definition publicly? * If no definition yet: * What policies do you want the definition to shape when it is finished? * How do you plan to communicate the definition when it is finished? | * Our definition was adopted in Spring 2013 so we are just beginning the communication phase to a broader group—aka high school students, parents, business and community leaders at large. * Mtgs across the state and region— with student support and outreach personnel, guidance counselors, business leaders, GED program personnel, and Workforce leaders * May 20th the definition will be a central focus for a Future Ready Summit- geared to the many service and community initiatives working to support high school students and their future.   **What policies has the definition helped shape, if any**?  Will help guide continuing PARCC work and campus conversations around Accuplacer and our developmental courses as we move to use of PARCC. The definition also has and will continue to be a focus of our P-16 campus/district alignment and engagement activities and projects.  **How did you/are you communicating the definition publicly?**  PARCC Massachusetts website, campus Communication, Future Ready Summit , presentation to multiple groups ongoing |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

North Carolina

Alignment Director: John Denning

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | North Carolina is in the process of crafting a statewide definition of career and college readiness. The purpose of this definition is to establish a shared understanding of what readiness for success post-high school looks like in our state. The “words” in our definition are descriptions of what we want our high school graduates to be able to demonstrate. The “measures” of these words will hopefully serve as an indication of where our students are along the continuum of readiness for postsecondary success.  Crafting the “words” seems to be much easier than defining the “measures” of readiness. We are using the basic foundational language of readiness that comes from the introductory text of the Common Core State Standards and has then subsequently been used within the Smarter Balanced Assessment framework. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | While the NC State Board of Education has been working on a framework for “21st Century Learning Standards” for some time even before the adoption of the Common Core State Standards, the previous efforts to assert what a statewide level of readiness looked like has been limited to the parameters of the statewide testing and accountability measures such as End of Grade and End of Course exams. Last year, however, North Carolina, adopted the use of the ACT suite of Explore, Plan and ACT. This coming Spring will only be the 2nd and will only this coming academic year have all of its juniors take the ACT for the 2nd time in a statewide administration.  After the adoption of the Common Core State Standards, the state has adopted career and college readiness standards across the curriculum and used them in the development of a revised new set of Essential Standards for all disciplines not covered by the Common Core. The new revised Standard Course of Study is now comprised of these new Essential Standards and the Common Core State Standards.  The new accountability model for NC schools includes the measures of how well students are doing on these standards and can be found here: <http://www.ncpublicschools.org/newsroom/news/2012-13/20120824-01>.  This work has become even more complex in light of the election of November of 2012. While the accountability model instituted for 2012-2013 was already in place to grade schools on an A-F rating, legislation has been introduced in the new legislature to augment the calculations for how these school grades are made. While some would emphasis growth, others would reward schools for simply reaching proficiency levels in each of the categories. This, added with the complexity of a potential new assessment in SBAC – along with a new statewide administration of ACT scores – not to mention a lack of coherency around what institutions of higher education most strongly want to see within a career and college readiness definition has left NC in a large “wait and see” mode.  The work of drafting the state’s definition is being governed by our Core to College Steering Committee. This group is comprised of all of the Chief Academic Officers from the Department of Public Instruction, the University of North Carolina System and the NC Community College System (as well as representation from the NC Independent Colleges and Universities). As a part of our current outreach to promote awareness of the Common Core and potential for new assessments, NC Ready for Success (the communications framework of our Core to College grant) has been hosting a series of “Imagining Conversations” with cross-sectors of secondary and post-secondary faculty across the state. At each of these regional convenings, participants are asked to provide feedback on a minimal draft definition located at this link: <http://go.ncsu.edu/definition> |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | **What policies do you want the definition to shape when it is finished?**  I think our goal in a shared definition is to use that as a communications tool to both articulate what we want students to know and be able to do by the time they finish high school – as well as to help establish a brighter red line for where students should be and not need remediation if they are in postsecondary settings. To that end – we hope it guides policy development around resources needed to ensure that students meet those standards before they leave high school, as well as to ensure greater clarity and alignment between student learning outcomes in high school and what occurs when they reach postsecondary courses.  **How do you plan to communicate the definition when it is finished?**  Our NC Ready for Success framework will use its partners across all four sectors (K-12, Community Colleges, UNC, and privates) to disseminate the definition along with a list of FAQs seeking to illustrate *“What does this definition mean to me as a student? As a parent? As an employer? As a college or university?”* |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Oregon

Alignment Director: Lisa Reynolds

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Yes, we are in the process of creating a common definition of college and career readiness. Given our intent to align education sectors into a coherent P-20 continuum and our adoption of the Common Core State Standards, Oregon is currently working to develop a robust definition of college and career readiness; in 2010 a “placeholder definition” of college and career ready was identified: “Ensuring that students are prepared for college-level courses upon matriculation or for a job that can support a family.” Through our commitment to the Core to College grant goals as well as participation in CCSSO’s Innovation Lab Network, we are actively building a shared definition of college and career readiness which is intended to be consistent across sectors, grounded in the Common Core State Standards, and supportive of the metacognitive skills and deeper learning necessary for students’ postsecondary success. This definition will serve as a foundation for policy decisions throughout the education spectrum and will send a clearer signal to students about the knowledge, skills, and habits of mind expected for college and career readiness. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | Several Oregon community colleges and universities have developed College and Career Readiness (CCR) Task Forces or other CCSS committees to improve alignment between secondary and postsecondary sectors and to participate in the development of a shared, robust definition of college and career readiness in Oregon.  After reviewing orientation materials on definition-building (including information by Dave Conley, the National Career Readiness Partnership Council, Smarter Balanced, and the Colorado, Hawaii, and Kentucky definition background provided by Education First), draft definitions of college and career readiness were composed by three of the institutional CCR Task Forces in February 2012. These were synthesized by the Alignment Director in March 2013 in anticipation of a statewide convening designed to bring postsecondary faculty and other education partners together to expand awareness about Core to College and solicit feedback on the definition.  A statewide convening for the Core to College project, “Aligning for Student Success,” was held on March 15, 2013 at Lane Community College. Sixty three in-person participants attended from Oregon education agencies, 13 community colleges, 2 universities, and 1 high school, in addition to significant webcast participation. The event included presentations on Oregon’s transition to CCSS, current postsecondary placement instruments and policies, and the Education Northwest College and Career Readiness Research Alliance, as well as sustained workshop sessions for the CCR definition development. Participants at the convening reviewed and provided feedback on the draft and synthesis definitions. Feedback on the event was overwhelmingly positive. From this work, a revision report and revised synthesis is being developed. Feedback on the next iteration of the definition will be solicited from meeting participants, CCR Task Forces, and other stakeholders, including additional postsecondary administrators and faculty, business and workforce partners, school district leaders and educators, Native Tribes education leaders, community-based education organizations, parents, students, and others as we work to craft an inclusive, comprehensive definition. |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | The definition will be a foundation to support Oregon’s 40-40-20 completion goal, and will support the work of the Oregon Education Investment Board, the Higher Education Coordinating Commission, the State Board of Education, universities, community colleges, and K-12 schools. We intend for the definition to guide assessment and placement policies, guide strategic investments designed to improve high school and postsecondary completion rates, and help to improve alignment across Oregon’s P-20 education continuum.  A communications plan will be developed that includes in-person meetings and targeted messaging appropriate for policymakers at state and institutional levels, education partners in the varying P-20 sectors, students, families, and the general public. Information about the definition will be included in future presentations and communications about the state’s transition to the Common Core and aligned assessments as well. |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Tennessee

Alignment Director: Melissa Stugart

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | Tennessee has taken a quantitative approach to defining College and Career Readiness by using agreed upon cut scores for both the ACT and PARCC assessments to determine college acceptance and course placement. Our state’s higher education institutions are directed by two governing boards: the Tennessee Board of Regents (TBR) and the University of Tennessee (UT). TBR consists of 19 institutions and jointly defines college readiness for course placement, while UT consists of three institutions all of which determine their own definition.  You can find the current policies for our higher education governing boards here:  TBR: <http://www.tbr.edu/policies/default.aspx?id=6746>  UTK: <http://www.math.utk.edu/ugrad/placement.html>  <http://english.utk.edu/satisfying-the-first-year-requirement/>  UTC: <http://www.utc.edu/Academic/DevelopmentalMath/Math_Placement.php> and <http://www.utc.edu/Academic/Mathematics/program/placementcriteria.php>  <http://www.utc.edu/Academic/EnglishComposition/>  UTM: <http://catalog.utm.edu/content.php?catoid=7&navoid=369>  In addition, both governing boards signed a Memorandum of Understanding (MOU) in 2009 stating that they will accept the 11th grade English III and Algebra II PARCC assessments to determine admission to entry-level, credit-bearing courses starting in 2014-2015.  The MOU can be found on pages 1556-1562 using this link: <http://www2.ed.gov/programs/racetothetop-assessment/rtta2010parcc.pdf>. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | The identification of ACT and PARCC cut scores were equally developed and approved by both governing boards. THEC recognizes that the governing boards’ approval does not always guarantee substantive engagement, so we have implemented a comprehensive engagement campaign since 2010 to ensure acceptance at all levels. Our goal has been to familiarize our institutions and faculty with the emerging PARCC assessment, while presenting them with opportunities to directly contributing to the development of this initiative.  Specifically, our stakeholders have contributed in the following ways:   * In 2010, THEC established a Tennessee PARCC Steering Committee consisting of English and Math faculty, as well as institution administrators, who were nominated and approved by their institution. The Steering Committee convenes via conference call regularly, and all PARCC related updates are transmitted to the Committee for review and comment (see attached Joint Report). * All institutions and faculty are regularly afforded the opportunity to provide direct feedback on PARCC Key Matters (PARCC College-Ready Determination Policy and Performance Level Descriptors, Grade-specific PLDs, etc.) |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | While both governing boards signed a Memorandum of Understanding in 2009, we are aware that continued conversations will be required to ready all institutions to accept the PARCC 11th grade assessments for credit**.**  We have joined forces with our state K-12 agency, the Tennessee Department of Education, to ensure wide-spread communication about the adoption of the PARCC assessment to determine College and Career Readiness.  THEC is specifically addressing the public through presentations at higher education institutions around the state and dissemination through the PARCC Steering Committee. We plan to continue communicating this definition through our Core to College institutes planned for the coming fall. These institutes are primarily designed to bring P-16 clusters together to identify gaps and develop action plans around Common Core implementation. Throughout these sessions, the state’s definition of College and Career Ready will be shared and used to drive discussion and planning. |

**Defining College and Career Readiness: Large-Group Sharing**

**Core to College Alignment Director Convening**

**May 6-8, 2013 / Broomfield, CO**

Washington

Alignment Director: Bill Moore

| **Question** | **Answer** |
| --- | --- |
| 1. Is your state creating, or has it created, a common definition of college/career readiness (include any work with the PARCC or Smarter Balanced definitions)?   * + - * If so, for what purpose?       * If not, why not? | We are not creating a common definition of college/career readiness, beyond what’s provided in the context of the Common Core State Standards and the Smarter Balanced assessment, mainly because we have existing work in place from several years ago and believe it’s more important to move beyond definitions to real implementation.  In 2004-05 we began work on college readiness standards in math through our statewide Transition Math Project, (TMP <http://www.transitionmathproject.org/>); these standards were completed in 2006 and revised slightly in 2010. They were adopted formally by the major higher education agencies at the time—the State Board for Community & Technical Colleges, the Higher Education Coordinating Board (HECB), and the Council of Presidents, representing the public baccalaureate institutions—and have been use by college/school district partnerships across the state over the past few years.  In follow-up work modeled after the math project, the HECB sponsored a project (<http://www.collegereadinesswa.org/>) to develop college readiness definitions in English and science. This work was completed and approved in 2007-08, but funding for implementation across the state, even on the relatively modest scale of TMP, was never secured. The definitions were solid but never gained the same traction as the work in math due to the lack of implementation support.  Our initial Core to College efforts focused on engaging key faculty in math and English in an exploration of how well the Common Core State Standards reflect the existing Washington college readiness definitions. |
| 2. What stakeholders did you engage, or are you engaging, in the creation of this definition? What have they generally contributed?   * + - * If not creating a definition, what stakeholders are you engaging on the issue of defining college and career readiness? | In both projects, the work was largely driven by engaging higher education faculty (both 2-year and 4-year institutions, mostly in math and English but with some representation from science and social science disciplines) in building a consensus and evidence-based understanding of what they believed that entering students actually needed to know and be able to do to be successful in first-year college courses.  Other stakeholders involved included K-12 teachers, curriculum specialists, experts in standards design, and representatives from the business community. These stakeholders provided a critical balancing perspective to the design and development process in that they pushed the faculty to focus on all entering students, not just, for instance, calculus-bound students in the area of math, and on real students, not just the mythical student that some faculty think they should (or used to) have.  Another critical component of the process—representing a kind of “stakeholder” in the work—was incorporating key external perspectives into the discussion, including David Conley’s work (e.g., <http://docs.gatesfoundation.org/learning/documents/collegereadinesspaper.pdf>), Achieve’s American Diploma Project (<http://www.achieve.org/adp-network>), the Writing Program Administrators work on outcomes for first-year composition students, etc.), as another way of keeping the faculty discussion grounded. |
| 3. If you have a definition on the books, how exactly are you using it?   * + - What policies has the definition helped shape, if any?     - How did you/are you communicating the definition publicly?     - If you don’t have a definition yet:       * What policies do you want the definition to shape when it is finished?       * How do you plan to communicate the definition when it is finished? | As part of the Transition Math Project, a “College Readiness Math Test” was designed to assess the math standards with the intent to provide high school students with an early assessment system to indicate whether they were on track for being college-ready in math. Washington 2- and 4-year public higher education institutions agreed on a single “cut score” on this test that would allow students to avoid remedial work in math. Legislation was introduced to provide the test to all high school juniors, but the funding was cut before the bill eventually passed; the test exists but without funding the system hasn’t been implemented, and now will essentially be replaced by the Smarter Balanced assessment.  Beyond that example our work with these standards and definitions has had little, if any, impact on policies to date.  **How did you/are you communicating the definition publicly?**  Thanks to an implementation grant from the Gates Foundation, the math standards, as noted earlier, have gained considerably more attention and statewide traction than the separate definitions work in English and science. Through the project web site, the work of 15 K-12/higher education partnership scattered across the state, a series of joint summit discussions with college presidents, provosts, and school superintendents, and the ongoing attention to college “remediation” issues in math, the math standards have been a big part of the public discussion in Washington, at least within educational circles (not necessarily the broader public at large). A variety of promotional materials were developed and distributed as part of the implementation project, including a significant number of hard copies of the standards themselves and colorful posters describing in student language the core standards and the student attributes that were foundational non-content elements of college readiness.  In the last four years since the end of the TMP grant, our main emphasis has been on ways we can improve precollege programs in our community and technical colleges, and especially in math thanks to another grant from the Gates Foundation. This work—the Re-Thinking Precollege Math project—built on and incorporated the work of TMP and the college readiness math standards but shifted the emphasis from high schools to the efforts in our own math departments and programs to help our “remedial” students become college-ready in math.  Most recently, in the context of our Core to College project and its role in the broader statewide effort to implement the Common Core State Standards, we have shifted the focus, both in terms of communication and policy, back to active partnerships with K-12 agencies and local districts. In particular we are working closely with our Office of Superintendent of Public Instruction (OSPI) in their efforts to coordinate the efforts of a wide range of associations and organizations, including some representing higher education, to help teachers and other key stakeholders understand and utilize effectively the CCSS. This effort has begun to focus at least in part on what is a key potential value of a clear and robust definition of college- and career-readiness: what can we do as an overall educational system working in concert to promote and take seriously the notion of building a “college-going” culture throughout the K-12 educational experience, for all students not just those with extensive educational capital and socio-economic advantages? We don’t have systemic answers yet but we are at least beginning to ask the right questions. |